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ABSTRACT

GRADES OR AGES: Grade 9. SUBJECT MATTER: Social studies; world problems. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six subunits, each of which is laid out in two columns, one each for topics and activities. It is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: The objective of the unit is explained in a brief introductory paragraph. Activities--mostly discussions--are listed in the second column of each subunit. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Four short appendixes contain curriculum materials. The introduction states that teachers should draw upon materials used in previous units in grades 8 and 9 for this concluding unit. STUDENT ASSESSMENT: No mention. OPTIONS: The guide is prescriptive as to course content and timing. Activities listed are optional. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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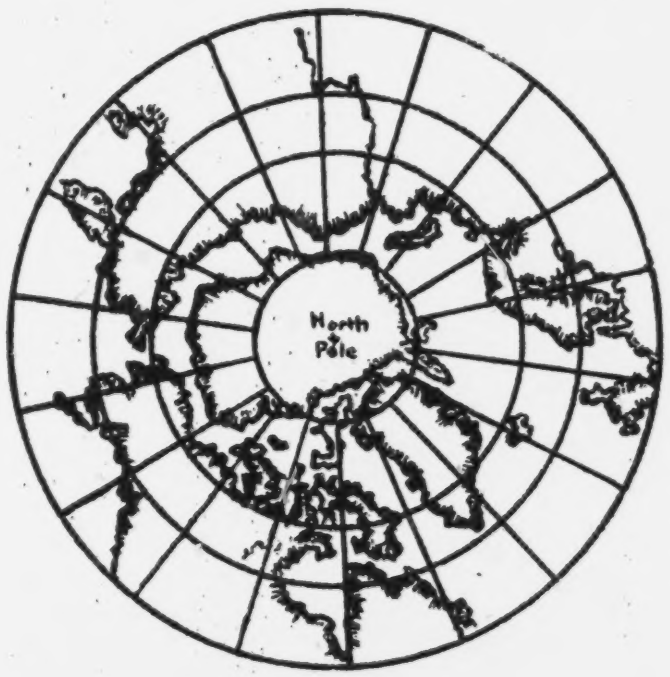
TOWARD A GLOBAL CIVILIZATION?

RESOURCE UNIT III

GRADE 9



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

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INTRODUCTION

The purpose of this unit is twofold. First it will serve as a means of culminating a two year study of contemporary civilizations by examining some common problems which have recurred in the study of each cilivization. It is also intended to be a speculative experience in which the central question throughout the unit is: Are we moving toward a global civilization?

In the light of what they have learned in grades 8 & 9 and also drawing upon earlier ideas encountered in their study of culture regions, the students should be able to examine the possible emergence of a global civilization and also the various problems which may draw countries together in a search for solutions to their problems.

Specific materials have not been listed since the breadth of the questions prepared will require full use of all materials included in the 8th and 9th grade laboratories. In studying these and other similar questions, students should play a major role in defining the precise mode of study. Students and teachers will find considerable illustrative material in current periodicals.

A. INTRODUCTION

QUESTIONS	SUGGESTED ACTIVITIES
What is meant by the phrase "global civilizatiion"? What indications are there that the world might be moving toward one global civilization?	In the 8th & 9th grades students have studied about the four major contemporary civilizations. In their study, they have investigated the same major aspects of each civilization. Ask them to talk about the ways in which the world's peoples are similar No matter where they live they are all affected by: .Social Ills .Human Rights .International Communications .Industrialization and Trade Problems Since all peoples are affected by these problems and conditions, it would seem feasible for people to join in their efforts to solve problems and control conditions. Some efforts have been made to do this. The most familiar of which is through the agencies under the United Nations. However, the U.N. has met with limited political success over the years. Perhaps several specific studies of conditions and problems which have an international effect would be worthwhile in indicating to the class the need for greater cooperation among countries. Assign three groups to study the following and make reports: .Radiation What are the effects of A&H Bomb testing? Does radiation stop at political frontiers? .Weather Monsoon, Polar Ice Cap, Hurricane, Sun Spots--All effect many countries .Communications Satellites How effective have they been? Might they work better if they were controlled internationally How?

QUESTIONS	SUGGESTED ACTIVITIES
	With the students discuss the possibilities of one global civilization emerging where people would consider themselves citizens of the world and various activities such as trade, would be controlled on an international level. Even if the class does not conclude that such cooperation will be possible, they probably will recognize the merits of such a plan.

B. SOCIAL ISSUES

QUESTIONS	SUGGESTED ACTIVITIES
In what ways does the world-wide existence of certain social issues of problems lead to the need for world-wide solutions? .What are the problems? .What is being done about them? .What are some short-run "relief" solutions? .What are some long range solutions?	Discuss with the class various problems which are world-wide in scope and social in nature. The major problems are those concerning: .Hunger .Disease .Literacy .Housing .Employment Each member of the class might select the problem he would like to investigate. Then the class could be divided into five groups. Specific questions to be investigated would include: Hunger What types of technical aid are being provided to developing countries to improve agricultural methods, nutrition, and land management? What is the F.A.O.? What are the principal purposes of F.A.O.'s "Freedom From Hunger Campaign"? How can countries cooperate to solve the world food problem?--technical assistance, money, food, surpluses vs. chronic hunger, etc. Disease List diseases which are major causes of death in developing areas and developed areas. Why do the two lists differ? What is the purpose of the World Health Organization? What is the connection between unsanitary conditions and chronic poor health? What efforts have been made to secure international cooperation in solving health problems? What are the effects of improved disease control? What sorts of epidemics cross political boundaries?

QUESTIONS	SUGGESTED ACTIVITIES
	Literacy Why is illiteracy a problem? In what parts of the world is it a problem? What efforts have been made by UNESCO to combat illiteracy? How have various countries helped each other? Housing How are housing problems in our society similar to those of a village in India? How are they different? What attempts have been made to solve these problems on an international level? Employment Why is there unemployment? What effects does unemployment have on an individual? a society? What are the advantages and disadvantages of automation to the employee? What attempts have been made to alleviate unemployment in different societies?
Why is it necessary for countries to help each other find solutions to their problems?	After the various groups have presented their findings to the class. Discuss the reasons which make cooperation among countries necessary if some of these social ills are to be removed. Point out that in many cases improved technology would rectify the evil. Capital, technology, and skill can be provided by the more advanced countries. At the same time, many developing countries have great potential which would benefit others if developed.

QUESTIONS	SUGGESTED ACTIVITIES
How might countries cooperate to solve social problems?	Discuss ways in which countries have already cooperated with each other in efforts to improve social conditions. .Agencies of U.N. FAO WHO UNESCO .Foreign and technical aid .Economic Organizations Common Market EFTA COMECON etc. .Peace Corps (U.S.) Speculate as to other possibilities. Compile a list of suggestions and discuss methods of control which agencies could use in the following cases: .The Sea Desalinization of water Source of food .Disaster Floods, tidal waves Hurricanes, typhoons, tornadoes Blizzards Earthquakes

C. HUMAN RIGHTS

QUESTIONS	SUGGESTED ACTIVITIES
In what ways do the concepts enumerated in the Universal Declaration of Human Rights lead to a world-wide standard for human rights?	Hold discussions with the class about rights they would consider universal i.e. Equality before law Life Liberty Security Public hearing Religion Thought Peaceful assembly Suffrage Appoint several students to draw a comparison between the Universal Declaration of Human Rights (adapted by the U.N. in 1948) and the U.S. Bill of Rights. Determine those areas of the world where men do not enjoy these rights. Discuss methods by which change might be made. Discuss the term discrimination Point out that it may take many forms (racial, religious, ethnic, economic, educational, etc.) Talk about why people practice discrimination and be sure to mention the psychological aspects. Students should discuss discrimination in their own immediate society and in their country. They should understand that even though we have a Bill of Rights injustices still occur. How can these be overcome? .Education .Contact with <u>different</u> groups of people .Study of other cultures Assign a student the task of determining what the United States has done with the Universal Declaration of Human Rights. What is the reason?

QUESTIONS	SUGGESTED ACTIVITIES
Why is it important that all people understand and practice the principles embodied in the Universal declaration of Human Rights?	Discuss the importance of treating all people fairly and justly. Perhaps by putting questions on a very personal level, the students might best understand how important it is to respect others merely because they are human beings. .How would you feel if you weren't allowed to use the cafeteria because you have brown hair? .How would you react if you couldn't use the water fountain because you have blue eyes? By using such questions the students will soon realize that since all people are different, using physical characteristics as a basis for rights is grossly unjust. Similarly, it is unjust to deprive people of their human rights because of color, religion, ethnic backgrounds, financial standing, or educational background.

D. INTERNATIONAL COMMUNICATIONS

QUESTIONS	SUGGESTED ACTIVITIES
What are the varied aspects and effects of world-wide communications systems?	Discuss the meaning and importance of "communications systems" in the possible development of a global civilization. Also compile a list of methods of communicating (exchanging ideas, information, and experiences). Point out that for true communication the receiver must receive the message. For instance, if the American Secretary of State wishes to hold talks with the Russian Premier, interpreters must be present if communication is to occur. (Unless, of course, both men have good command of the other's language--colloquialisms, connotation, etc.) From the list compiled above extract those systems which are world-wide in scope. .Sign Language .Morse Code .Distress Signals .Music .Art .Traffic Signals and Signs .Photographs .Maps .Braille .Radar Have students demonstrate that these are indeed international systems. Point out that all of these methods rely on the senses but are not written as are languages. Speculate as to other ways in which the senses may be utilized to communicate ideas.

QUESTIONS	SUGGESTED ACTIVITIES
What chances are there that a universal language could be developed?	Discussion of this question should bring out the point that it would be most difficult to adapt an already existent language as a universal or to develop a new one. However, some languages are spoken by many people. Consult a language map of the world and the World Almanac to determine the most widely spoken languages. .Mandarin(Chinese) 542,000,000 .English 305,000,000 .Russian(Great Russian) 179,000,000 .Hindi 174,000,000 .Spanish 170,000,000 .German 120,000,000 .Japanese 101,000,000 .Arabic 91,000,000 .Bengali(India, Pakistan) 91,000,000 Point out the diversity and complexity of these languages. A person would have great difficulty in becoming fluent in all of them. Assign a group to report on the methods which the United Nations uses in the General Assembly and Security Council to overcome these barriers. Thus by using professional translations, men from many different countries can communicate with each other. A group or a person might look into Esperanto.
What are the means by which written and spoken communications may be transmitted?	Probably the most efficient method is telecommunications. This would consist of: .Telecommunications Telephone Telegraph Radio Television Communications Satellites

QUESTIONS	SUGGESTED ACTIVITIES
	.Mail .Newspapers .Literature .Motion Pictures .Travel and Tourism
What efforts have been made to secure international co-operation so these may function efficiently and effectively?	Assign groups to report on these methods of communications. They should all be concerned with the following information: 1. How long has the method existed? 2. What refinements and improvements have been made? 3. To what degree is it or can it become international in scope? 4. What degree of cooperation has been secured? 5. What speculations can you make about its future utility and control?
Why is it important that international communication systems be developed if we are to establish a global civilization?	As the students probably already realize, communication and understanding are most difficult to establish. A review of world events in the last 75 years will certainly illustrate this point. Many disputes and conflicts have resulted from man's inability to communicate ideas. To establish international communication networks, it is necessary for countries to cooperate or the network could neither be constructed nor efficient. Discuss the ways in which countries would have to cooperate.

QUESTIONS	SUGGESTED ACTIVITIES
	Conclude the section with a class discussion of the advantages and disadvantages offered them through establishment of world-wide communication systems.

E. INDUSTRIALIZATION AND TRADE PATTERNS

QUESTIONS	SUGGESTED ACTIVITIES
To what extent does the emergence of an industrial-technological-bureaucratic society in many parts of the world lead toward one global civilization?	Examine maps in the atlases and in texts to determine those areas of the world which are industrialized. Students will find industrialized countries concentrated in North America and Europe. Other areas will be found in Asia and Latin America. Discuss the common problems and needs of the industrial-technological-bureaucratic society. .Good transportation system .Markets .Raw Materials .Capital .Skilled Workers .Trained Technologists .Unemployment .Advertising .Leisure Time .Urban Problems .Research Facilities .Materialism .Managerial Class .Unionism .Government Regulation and Aid Point out that such societies are interdependent i.e. they must have world-wide markets; world-wide sources of capital and raw materials. Assign students to prepare maps of the important trade routes in the world. .Airway .Rail .Ship .Highway Discuss the effect that advances and refinements in the transportation industry have had on volume of trade. List particular inventions i.e. jet engines, which have been most important.

QUESTIONS	SUGGESTED ACTIVITIES
	Select several items such as a sewing machine, transistor radio, leather handbag, sandals, camera, etc. Determine where the item or some of its parts were manufactured. Assign students to visit the following places and/or consult newspaper ads for: .Fabrics Department .Super Market .Furniture Store .Clothing Shop .Automobile Distributors to determine various countries represented by the merchandise that is sold. Assign a student to compile a list of the eight countries which have the greatest volume of trade. Who do they trade with? What degree of the economy is supported by trade?
What efforts have been made to control industry and trade on an international level?	Discussion of this question as students have already studied about EEC, EFTA, and COMECON. Probably the most successful and outstanding group would be EEC or the common market. Others would be: .EFTA .COMECON .Benelux Economic Union .Afro-Malegasy Union for Economic Cooperation(UAMCE) .League of Arab States(Arab Common Market on the Economic Unity Pact) .General Agreement on Tariffs and Trade (GATT) Students might be assigned to research the last four.

F. CONCLUSION

QUESTIONS	SUGGESTED ACTIVITIES
What are the main forces--political, social, and economic--which unite the countries of the world?	Discussion of this question based on the materials covered to date. Bring out the advantages and disadvantages to an individual country when it unites with other countries for political, social or economic ends. Discussion--What effects would such unions have on war? Does war solve anything? How does one determine who wins a war? What preventive measures may be taken to avoid future wars? (In connection with this question the small pamphlet Ten Minutes for Peace published by the Institute for International Orders, 11 West 42nd Street, N.Y., N.Y. 10036)
When, if ever, do you believe a global, international society may be established?	Discuss conditions necessary for this to occur. The major prerequisite would be erradication of jealousy and establishment of a truly humane spirit in all people.

APPENDIX A: SOCIAL ISSUES

Of the 3.2 billion persons inhabiting the earth in 1963, more than two-thirds were living in countries with an annual per capita income of less than a few hundred dollars in terms of goods and services, and half that number were truly poverty-stricken, with yearly incomes of less than $100.

In those areas that can least afford it, the rate of population increase was breaking all records, reaching more than 5 per cent annually in some less-developed countries; on a global basis, more than 63 million persons are being added yearly to the world total of 3.2 billion.

World food production is failing to keep pace with population, particularly in those countries where the majority of the people are already under-nourished. Latest figures indicate that for the past five years there has been nc per capita increase in world agricultural production

At least 50 per cent of the world's adult population--some 700 million persons--are illiterate, and of the world's school-age children, only about half attend school.

In some developing areas there is still only one doctor for more than 50,000 persons.

Demand for electric power expansion in developing countries alone requires at least $2 billion in annual investments. In 1962, for example, of the 2,600 million kilowatt hours of electricity produced in the world, one country--the United States--produced more thar one-third.

Since we are living in an age blessed with immeasurable wealth and great technical knowledge it may be possible to allevaite some of the world's problems. Especially now when there seems to be a greater awareness of the problem of mankind.

Source: Landmarks in International Cooperation, New York: 1965, pp 1-2

APPENDIX B:
UNITED NATIONS WORK IN INTERNATIONAL HEALTH

Malaria Eradication

This was begun by WHO in 1955. WHO helps to plan national anti-malaria campaigns, provides expert advice during the course of the campaigns and stimulates research. The number of people falling ill with malaria has dropped from 250 million in 1955 to about 140 million in 1963. However, over 400 million people are exposed to malaria without the protection offered by eradication projects.

Campaign Against Tuberculosis

Since 1948, WHO has helped governments to fight tuberculosis. Under the guidance of WHO mass vaccination was carried out and extended by UNICEF, more than 150 million people have been vaccinated in 61 countries. However, much work still remains to be done.

Safe Drinking Water

Over 200 million people lack a supply of good drinking water. Soon this number may reach 300 million. Polluted water supplies are responsible for typhoid, cholera, and other diseases. Together with affecting man's health, inadequate supplies of good water deter social and industrial progress. WHO encourages development of new systems of water distribution and expansion of old ones. It provides advice on how to handle legal, financial, engineering and administrative problems of water supply development.

International Quarantine

Through the International Sanitary Regulation adopted by the World Health Assembly in 1951 WHO is helping health authorities around the world. The Regulations deal with such matters as vaccination certificates, the sanitary conditions to be maintained at seaports and airports open to international traffic, and measures to be taken against disease in these ports. Their aim is to combine maximum protection against the spread of disease with minimum disruption of trade and travel.

Source: Landmarks in International Cooperation, New York: 1965, pp. 68-72

APPENDIX C:
WORLD LITERACY CAMPAIGN--UNITED NATIONS

To further the attack on global educational problems, the United Nations General Assembly in 1963 approved a UNESCO proposal for a world-wide campaign to achieve universal literacy.

UNESCO is pursuing several experimental projects. Eight countries were chosen for intensive literacy drives, and within those countries efforts will be concentrated in those areas where the new learning can be put to immediate use. Following this UNESCO plans a full-fledged program in the next decade.

Source: Landmarks in International Cooperation, New York: 1965, pp. 84-85

APPENDIX D:
URBAN PROBLEMS

In 1952 the United Nations published a report on the World Social Situation. It indicated that the peasant was in dire need of help. Although the peasant may not be much better off today, emphasis has switched to the world's urban areas. The United Nations estimates that:

> About half the total population of Africa, Asia, and Latin America is homeless or lives in housing which is considered a health hazard.
>
> During the past decade, the growth of urban population was approximately twice as high as the rate of total population growth.
>
> Over 200 million new inhabitants will crowd cities of Africa, Asia, and Latin America during the 1960's.
>
> A reduction of 10 percent in building costs if applied to other growth-stimulation investments, could increase the share of national income available for investment by as much as one percent of national income.

Source: Landmarks in International Cooperation, New York: 1965, pp.24-35